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ABSTRACT

This second in a series of three papers on models for communicating and disseminating career education programs highlights selected state models. Focus is on four levels of dissemination: spread, exchange, choice, and implementation. First, several spread mechanisms utilized by states to disseminate career education information are covered. Then follows a presentation of varied examples of state information and resource exchange centers. Next, choice mechanisms utilized by some states are discussed. Finally, the implementation strategies used by several states are described, such as networks, training programs, and peer interaction. This paper includes a table listing thirteen states and for each includes the names and addresses of the project contact person and career education coordinator; and the available dissemination services. (EM)

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Communicating Career Education: State Models

Greg Druian

INTRODUCTION

The purpose of this Occasional Paper is to describe the diversity of models and techniques that states are using to disseminate and communicate career education. Because the focus here is on examples of effective practices, no attempt has been made to capture what all 50 states are doing. Furthermore, for each dissemination technique presented, we have only aimed at reporting how it is used in selected states. We have not tried to catalog its use state by state. We hope that readers will come away from this paper with an increased understanding of the many ways career education may be successfully disseminated. If we have overlooked important work being done in other states, please let us know so that we can publish an update in our third and final Occasional Paper, scheduled for publication in January 1980.

THE OCCASIONAL PAPER SERIES ON COMMUNICATING CAREER EDUCATION

The Northwest Connection, funded by the U.S. Office of Education, Office of Career Education, is currently studying efforts to communicate and disseminate career education as part of a plan to host a national conference on communicating career education in March 1980.

The purpose of this Occasional Paper Series is to provide descriptive information and summaries of models of communicating and disseminating career education. For purposes of organization, each paper will have a separate focus. The first issue was devoted to national and regional models. This issue features state models and the third and final paper will present models involving business, labor and government efforts. It is expected that much of the substance of the national conference will be derived from findings reported in the three Occasional Papers.

CE 024 125

COMMUNICATING CAREER EDUCATION IN THE STATES

This paper will discuss state models in relation to the four *levels of dissemination* defined by USOE's Dissemination Advisory Group (DAG). The definitions of each level are as follows:

Spread: the *one-way* casting out of knowledge in all its forms: information, products, ideas and materials.

Exchange: the *two-way or multi-way* flow of information, products, ideas and materials as to needs, problems and potential solutions.

Choice. the facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices and other knowledge that can be used for the improvement of education.

Implementation: the facilitation of adoption, adaptation, installation and utilization of proven practices.

Activities states are currently undertaking can be seen as examples of one or more of the above levels.

Recent state efforts to communicate career education have received a boost from the passage of the Career Education Incentive Act (P.L. 95-207) and the allocation of funds to states under this act. States are using these funds in quite different ways to encourage and bolster career education practices in local schools and communities. In some states, Incentive Act money is augmented by state-appropriated career education funds.

Greg Druian is a developer and trainer with The Northwest Connection.

Readers of this paper will find various approaches to disseminating and communicating career education on a statewide basis. It is hoped that the ideas presented will stimulate readers to seek additional information about disseminating and communicating career education from the contacts listed in the chart in the center of this document.

SPREAD

As one might expect, states use **Spread** mechanisms to disseminate essential career education information to schools including such things as models, programs, materials, funding opportunities, news and emerging state policies.

The career education state plan is perhaps the primary mechanism for sharing information about goals and strategies related to the dissemination of career education. Each state receiving funds under the Incentive Act is required to have a plan on file – and this means, in effect, that each state has a plan. (In like fashion, states frequently require districts to file a local district plan in order to receive project funding.) Some states routinely send the plan to each district; others make the plan available upon request on the theory that blanket distribution is not an effective way to assure that a document will be read.

The state of Arizona has a unique and successful way of communicating very practical information about career education. In Arizona the State Career Education Office arranges to have practitioners develop short pamphlets and brochures that are designed to help people carry out their roles in career education. Samples are shown in Figure 1.

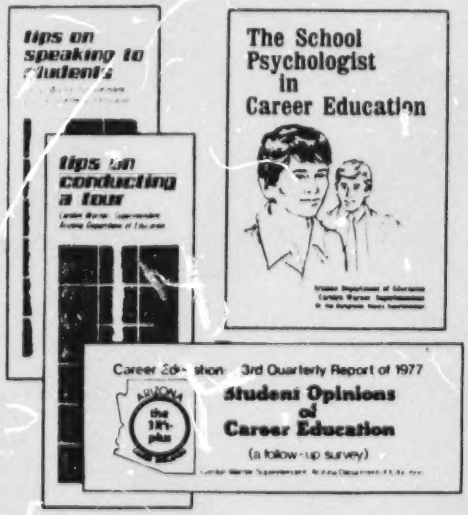
tips on speaking to students
tips on conducting a tour
The School Psychologist in Career Education
Career Education 3rd Quarterly Report of 1977
Student Opinions of Career Education
(a follow-up survey)

Figure 1: Examples of Pamphlets and Brochures Used in Arizona

The series of pamphlets on roles of various school personnel in career education is notable in that the pamphlets are written by persons in the roles being described (e.g., a school psychologist, counselor, etc.). The pamphlets are seen as authoritative and credible because the writers are speaking as insiders.

Another series put out by the Arizona State Department, called *Career Education Focus*, describes the relationships of career education to other areas with which the Department of Education is concerned. Designed like a newsletter, the series is thematic and deals with issues such as special education. Each issue contains information about how career education relates to the area of concern in terms of both policy and practical ideas. Resource lists, descriptions of successful programs, photographs and statements of support combine to create a product that expands readers' awareness of what is possible in career education.

Newsletters, brochures, fact sheets and direct mailings are also extensively used by states to spread the word about career education.

Where a state network of career education resource persons exists, a directory may be developed introducing each resource person and showing the region he or she serves. Such a directory is in use in Florida; it also includes listings of career education contacts in the Florida Community College system.

EXCHANGE

This level of dissemination is exemplified by the various kinds of information and resource centers that several states have put in place to support career education.

In Alaska, the Department of Education has developed the Alaska Knowledge Base, a computerized system of educational resources for use by Alaska educators. The Alaska Knowledge Base contains the following types of information:

- Abstracts of Alaskan Promising Practices
- Abstracts of nationally validated programs
- Descriptions of services available from public and private agencies
- People resources — Talent Bank (see below under Implementation)
- Selected bibliographic information about Alaskan-produced materials
- Commercial suppliers
- Client profiles
- Requests for proposals

Because of the vast distances and often inhospitable terrain in Alaska, educators have turned increasingly

to telecommunications technology to transmit information. Computer terminals are being installed (funded by the Education Telecommunications Project) in district offices, regional resource centers and the Department of Education. Communication takes place by telephone through the terminals; users pay telephone charges.

A manual is being prepared to help users learn how to operate the computer terminal. When the system is completely installed, all requests will be handled within a 24-hour period, and many requests will be handled on the same day.

The Colorado Career Education Resource Center receives support from the U.S. Office of Education, the State Department of Education and the private sector to collect, evaluate, catalog and loan instructional materials in career education. Instructional materials, both commercial and teacher-made, are available on loan to any person in the state who wants to start or continue career education. An annotated *Catalog* describes the materials available through the center and tells the user how to order the desired materials. Figure 2 illustrates pages from the *Catalog*.

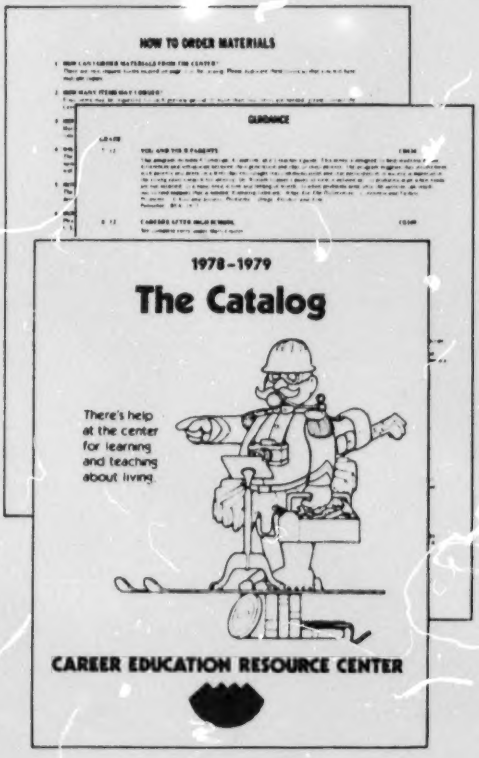

Figure 2: Colorado Career Education Resource Center Catalog

The Center also serves as a statewide clearinghouse for community resources. Center staff, in cooperation with local career education coordinators throughout the state, have identified community resources that should be available statewide. A computerized system for storage and retrieval of community resource information makes it possible to service requests for community resources from even remote areas of Colorado. The information is stored on the computer which makes it possible to identify the following:

- Community resource persons for classroom presentations
- Business, industry and governmental agencies receptive to career education
- Agencies where students can be placed for tours, shadowing experiences and/or internships

Teachers and administrators were trained in the use of the system at regional inservice workshops held in the 16 Board of Cooperative Educational Services (BOCES) locations.

Another successful example of an information exchange is Arizona's Educational Information Center which can provide materials and information on request. Career education materials are put on microfilm and shared with project directors. The center also has the capability to perform searches.

Finally, in Indiana, the State Board of Vocational and Technical Education has funded a Career Resource Center since the late 1960's. The purpose of the Center is to provide career education assistance to Indiana educators through pre- and inservice contacts. The Center performs five functions:

- Inservice staff development in career education
- Career curriculum development consultations
- Media Center display and loan
- Preservice career education workshops
- Career education community outreach

Descriptions of available materials are contained in an *Annotated Bibliography*, now in its fifth edition. Graphic displays assist users in determining which materials are appropriate for given grade and age levels, career goal areas and curriculum areas.

CHOICE

The main mechanisms that states have used to help facilitate choice on the part of users are guides and directories which attempt to provide not merely descriptive information about how a particular project works, but also information to help the user determine

if the project would work within the user's own context.

In Ohio, the Department of Education has developed a *Guide to Career Education Resources* that is part of a comprehensive K-10 approach to career education. The guide includes a section on materials developed by state and local agencies in Ohio and a section containing materials that focus on special populations.

Ohio's guide facilitates the choice process by encouraging the user to consider factors such as the following in selecting career education materials:

- Is the content of the materials consistent with the stated career education goals and objectives?
- Is the material appropriate for the intended user population?
- Does the material contain up-to-date and accurate information?
- Does the material have user appeal?
- Is the material free of socioeconomic, ethnic and sex stereotyping?
- Is the cost of the material reasonable for its intended use?
- Are replacement parts readily available for materials with multiple components?
- Can it be anticipated that the materials will have a reasonable lifespan?

Another approach is taken in Illinois, where the Illinois Office of Education has used Title IV ESEA money to develop a Diffusion Network modeled after the National Diffusion Network (NDN). In the Illinois Diffusion Network, programs are funded for the purpose of exporting their products/processes to other school districts throughout the state. Funded programs have passed either national or state validation (or both), meaning that they have been verified as statistically and educationally significant, cost-effective and easily exportable.

One-year grants enable the projects to provide inservice training, technical assistance and some inservice material for districts wishing to adapt programs.

Wings of Progress, published annually by the Illinois Office of Education, is a source book used by educators in Illinois to choose among available programs. Career Education is one of the categories used to describe projects. Descriptions of projects include the following basic information:

- Description
- Target audience
- Materials used
- Financial requirements
- Program evaluation

Two additional categories provide important information. Adoption criteria are included which specify requirements in the areas of:

- General criteria
- Nonpublic school participation
- Staffing
- Facilities
- Training

Adoption services are also spelled out and include descriptions of:

- Training materials
- Demonstration/visitation
- Training capability

In general, **Choice** is the level of dissemination/communication that has received least attention in the efforts of states to promote the practice of career education. Readers of the first Occasional Paper will recall that among national and regional models, the level of **Choice** also was the least used. At the national, regional and state levels, it appears the greatest effort seems to be going into **Exchange** and **Implementation**, with effort also going into **Spread**.

The limitations of this study are such as to make it difficult to pinpoint the reasons states do not utilize choice mechanisms more extensively. Some tentative suggestions may be offered, however:

- Resources are limited and states are choosing to concentrate dissemination/ communication efforts on the exchange and implementation levels.
- Too much attention to helping users make choices may be interpreted as state department intrusion into local control.
- The adaptability of many career education programs and materials reduces the need to have educators make choices based on rigid criteria.

IMPLEMENTATION

It is at this level of communication and dissemination that states have been most imaginative. Several distinctive and innovative models exist for assisting users in implementing desired career education alternatives.

As indicated at the outset of this paper, the availability of Career Education Incentive Act money is crucial to state efforts to help local districts implement career education. In Washington, for instance, Incentive Act

STATE	PROJECT CONTACT PERSON/STATE CAREER EDUCATION COORDINATOR	HOW-TO MATERIALS	PAMPHLETS/BROCHURES/ NEWSLETTERS	DIRECTORIES	RESOURCE BANKS/ MATERIALS CENTERS	SOURCE BOOKS	FUNDING OF JDRP APPROVED PROGRAMS	NETWORKS OF FUNDED PROJECTS	TRAINING/TRAINING TRAINERS	PRE- AND INSERVICE EDUCATION	TALENT BANKS	STATE/REGIONAL CONFERENCES	PRACTITIONER NETWORKS
Alaska	**Vern Williams,** Talent Bank Coordinator, Department of Education, Pouch F, State Office Building, Juneau, AK 99811. **Eula Ruby,** Director of Program Development and Dissemination, same address State Coordinator: **Gary Fuller,** 907/465-2980				✓						✓		
Arizona	**Paul C. Benneritz,** Deputy Associate Superintendent, Coordinator of Career Education, Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, 602/255-5346. State Coordinator: same	✓	✓		✓			✓					
California	**Joseph T. McGhee,** Consultant, Department of Education, Personal and Career Development Services, 721 Capitol Mall, Sacramento, CA 95814, 916/323-0565 State Coordinator: **Anne L. Upton,** 916/323-0569								✓				
Colorado	**Jeanie Lawhead,** Director, Career Education Resource Center, Southeast Metropolitan Board of Cooperative Services, 2323 West Baker Street, Englewood, CO 80110, 303/934-5786 State Coordinator: **Doug Johnson,** 303/839-2242				✓								
Florida	**Olive Thomas,** Career Education Coordinator, Department of Education, Room 258, Knott Building, Tallahassee, FL 32304, 904/488-3860 State Coordinator: same			✓					✓				
Idaho	**Richard Kay,** Coordinator, Operation Talent Bank, Department of Education, Len B. Jordan Building, Boise, ID 83720, 208/384-2271 State Coordinator: **Leila Lewis,** 208/384-2195							✓			✓		
Illinois	**Karol Richardson,** Illinois Diffusion Network, 100 North First Street, Springfield, IL 62777, 217/782-3810 State Coordinator: **Nancy Harris,** 217/782-5096					✓							
Indiana	**Gerald O. Dudley,** Director, Indiana Career Resource Center, 1201-09 South Greenlawn Avenue, South Bend, IN 46615, 219/289-2851 State Coordinator: **Kim Powers,** 317/927-0242					✓							
Michigan	**Lucy Schiller,** Coordinator, Project CEPAID, Bay Arenac Intermediate School District, 4228 Two Mile Road, Bay City, MI 48706, 517/686-4410 State Coordinator: **Robert J. Welshan,** 517/373-9490												✓
Ohio	**Jack Ford,** State Department of Education, Room 903, State Department Building, Columbus, OH 43215, 614/466-5718 State Coordinator: same					✓		✓					
Oregon	**Arthur F. Terry,** Director, Interinstitutional Consortium for Career Education, Marion Educational Service District, 3180 Center Street, N.E., Salem, OR 97301, 503/588-5330 State Coordinator: **Tom Williams,** 503/378-4777					✓				✓		✓	
Washington	**Herbert Bell,** Supervisor of Industrial Arts and Career Education, Office of the Superintendent of Public Instruction, Old Capitol Building, Olympia, WA 98504, 206/753-6763 State Coordinator: same						✓						
Wisconsin	**Robert Meyer,** State Supervisor for Career Education, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, WI 53702, 608/266-8837 State Coordinator: same											✓	✓

money will be used to help districts implement only Joint Dissemination Review Panel (JDRP) approved projects. In Idaho, mini-grants are awarded to teachers to develop or obtain material that can be directly used in the classroom.

Some states combine Incentive Act money with state dollars to achieve unique results. In Arizona, 99 percent of the state's school districts are involved in career education through the funding of multi-district programs. Seventeen K-12 projects and one or more higher education projects are funded to develop and implement career education. Coordination is achieved through bimonthly meetings of project directors and a series of topical forums for project staff.

The key to success in Arizona has been the ability to involve as many individuals and interest groups as possible, planning and dealing with the involvement of each group on a one-to-one basis. This kind of close working relationship provides the foundation for involvement of groups and individuals in the development of products and materials.

In Ohio, stress is placed on the development and maintenance of comprehensive K-10 programs within Vocational Education Planning Districts (VEPD). Local school districts send representatives to form a task force within the VEPD to plan and implement career education.

Ohio is the only state that provides direct, continuous support for career education. Three kinds of grants are available in Ohio: planning grants to aid in the development of comprehensive K-10 plans, implementation grants to put the plan into action on a two-year basis, and continuation grants to maintain career education following the two-year implementation period.

Both Arizona and Ohio are examples of programs that promote the formation of *networks*, or loose configurations of persons working in areas of common interest. Such networks greatly increase available expertise to support and improve ongoing efforts.

A similar network is found in Oregon where a career and vocational education coordinator is housed in each of the state's regional Educational Service Districts (ESDs). These persons have responsibility for spreading information about career education to schools in their region. In addition, they are prepared to offer assistance to districts in implementing Oregon's K-12 curriculum kits.

Another way in which states are assisting local districts in the implementation process is through *training programs*.

In California, the Master Trainer Project is aimed at establishing a group of persons who can train others to be trainers. Trainers then help local district staff plan and develop implementation strategies for career education. Because the trainers are themselves local district staff, they are able to work effectively with their peers. A sample training agenda is shown in Figure 3.

SUGGESTED AGENDA

First Day

8:00 a.m.	Registration and coffee
8:15	Welcome and introductions
8:25	Career education in the school district
8:40	Orientation to small group activities
8:45	Orientation to master trainer process
8:50	Film presentation, *Hey! What's Happening?*
9:30	Development of definitions — small groups
10:00	Sharing definitions — large group
10:15	Break
10:30	Goal setting — Decisions! Decisions!
10:55	Development of goals
11:25	Sharing of goals — large group
11:40	Discussion of participant expectations
11:50	Lunch
1:00 p.m.	Sex bias, sex discrimination, and sex stereotyping — large group
2:00	Community involvement — large group
3:00	Close

Second Day

8:00 a.m.	Coffee
8:15	Introduction to infusion process — large group
8:35	Newspaper activity — small groups
9:00	Sharing of newspaper results — large group
9:15	Development of infusion strategies — small groups
9:50	Sharing of infusion strategies — large group
10:15	Break
10:30	Articulation of career education — large group
10:45	Development of action plans — small groups
11:50	Lunch
1:00 p.m.	Sharing of action plans — large group
1:30	District presentation time
3:00	Close

Figure 3: Suggested Agenda From California Master Trainer Project

The Florida State Department of Education provides training for school teams which include teachers, occupational specialists, counselors and administrators. Training is focused on how to implement nationally validated programs.

Both the Florida and California projects reflect the conviction that in order to achieve maximum impact, training should be provided to teams of school personnel.

The Interinstitutional Consortium for Career Education (ICCE) in Oregon supports another kind of training, namely *preservice and inservice* for teachers through institutions of higher education. ICCE identifies the need and establishes policy for activities in pre- and inservice programs for teachers, counselors and administrators who will have responsibilities for the development and implementation of career education. An important accomplishment has been the requirement of one unit of career education for teacher certification.

Cadres from all Oregon higher education institutions with programs for training teachers, counselors and

administrators participate in statewide staff development workshops. Subsequently, they initiate university staff development plans and conduct campus inservice activities which typically focus on the development of basic understanding and knowledge regarding career education concepts and practices and how these can be infused into the present courses and programs.

ICCE has produced a number of products and materials that focus on preparing educational personnel for expanded roles in career education.

A third and final method of communicating and disseminating career education at the implementation level involves the use of *peer interaction strategies*. Peer interaction strategies at the state level generally involve setting up structures wherein knowledgeable persons have opportunities to interact with peers so as to influence the adoption of career education. A successful example of this kind of strategy is Project CEPAID (Career Education Practitioners Assistance to Interested Districts) in Michigan. Operated by the Bay Arenac Intermediate School District, Project CEPAID makes the services of a trained group of practitioners available at no cost to local and intermediate districts. The practitioners/consultants have been trained in methods and models available to create staff awareness and understanding of the operational implications of career education in Michigan.

A request and referral system has been developed to help users describe their needs, request assistance and evaluate the service after it has been rendered. Resource files of practitioners are maintained so that incoming requests can be matched with practitioners.

This year the services of 200 practitioners will be available. The state will fund up to 100 free consultant days. Each consultant is expected to spend no more than 10 days per year consulting. Any district may receive up to two days of consultation free of charge. Additional days are available at district cost. The project pays released time and expenses for the practitioners.

The Alaska Talent Bank is a similar arrangement. Established in 1978, its function is to identify and coordinate Alaskans with special skills and information in order to refine and broaden existing education systems. Funds are available through the Talent Bank to cover travel, per diem and substitute fees for consultants. Three interesting secondary functions are also mentioned in materials describing the Talent Bank:

- Protection of individuals or schools from talent drain by control of requests which prevents abuse of a popular or too handy source of assistance
- Stimulation of the education community by increased communication of ideas and experience
- Channeling of funds to the classroom by reducing the need for state department subject area consultants.

Users of the Talent Bank may study a catalog that describes the background and skills of Talent Bank members. The catalog is illustrated in Figure 4 below. Services may be requested either through the Talent Bank or via direct contact with individuals. Users are warned, however, that services are available on a volunteer basis and the consultant of their choice may not always be available.

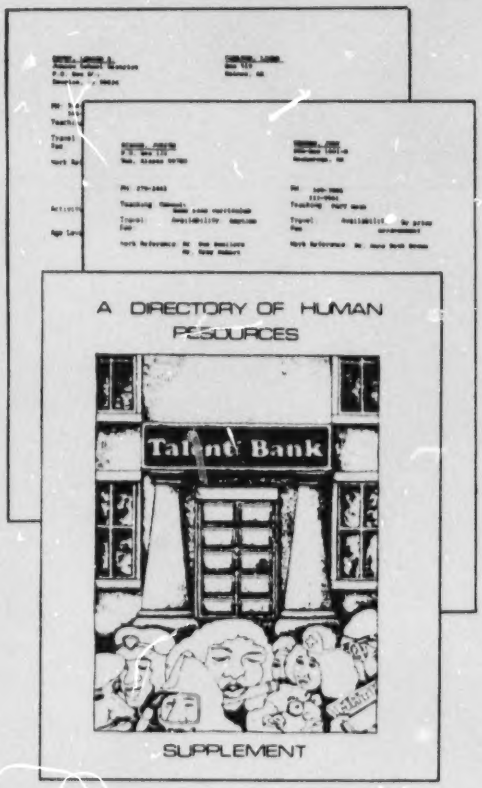

Figure 4: Alaskan Talent Bank Directory

Another Talent Bank arrangement is in place in Idaho. There the Talent Bank acts as a broker coordinating school districts' use of individuals with special talents. A district interested in receiving services contacts the Talent Bank, which matches the need with available talent. Details of site visitation are worked out by the selected consultant and the district superintendent. At the conclusion of the service, the consultant evaluates the service and submits an expense claim. The school

receiving the service also completes an evaluation. Recruitment of individuals for the Talent Bank and publicity about available services are handled by the state.

Conferences and workshops are also widely utilized to promote peer interaction. In Wisconsin a Statewide Leadership Conference included sections on the state plan and how to build local plans. The state conference will be supplemented by regional meetings. Statewide conferences have been held in Arizona for six years under the leadership of the Association of Career Education Project Directors. Attendance averages better than 500 persons and workshop sessions are designed to accommodate the various interests of participants.

SUMMARY

This survey of state efforts in communicating and disseminating career education has shown that states are involved in each of the four levels of dissemination. Primary efforts appear to be going into the **Exchange** and **Implementation** levels, with substantial efforts also being apparent at the level of **Spread**. Fewest efforts are visible at the level of **Choice**, a finding which also holds true for regional and national models of communicating career education (see Occasional Paper # 1).

PREVIEW OF OCCASIONAL PAPER # 3

The third and final paper in this series will highlight business, labor, industry and government models of communicating career education. It is scheduled for publication in January.

NOTICE OF NATIONAL WORKSHOP

A national workshop built around the theme **Communicating Career Education** is scheduled for March 2-5, 1980 in Seattle, Washington. Many of the issues raised in this Occasional Paper series will be addressed by keynote speakers as well as by practitioner-oriented small group sessions. The workshop will feature the Northwest Connection, a multi-state peer interaction model involving business, education, industry, labor and government in communicating career education. Persons who are interested in and involved with communicating and disseminating career education should plan now to attend. For further information, call **Robert E. Blum, Project Director, the Northwest Connection (toll free) 1-800-547-0362 (in Oregon 1-800-452-5558).**

ACKNOWLEDGEMENTS

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About the Northwest Connection
Robert E. Blum, Project Director

The Northwest Connection, funded by the U. S. Office of Education, Office of Career Education, is a career education consulting service designed to help local businesses, community organizations and schools improve the quality and quantity of career education programs for youth. The services of 58 consultants are available free of charge throughout the duration of the project, which ends in April, 1980. Services are offered in Alaska, Idaho, Montana, Oregon and Washington. For a free *Guide to Consultant Services*, write the Northwest Connection, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 or call toll free 1-800-547-0362 (in Oregon 1-800-452-5558).

About the Sponsoring Agency

The Northwest Connection is part of the Education and Work Program of the Northwest Regional Educational Laboratory (NWREL). The mission of NWREL is to assist education, government, community agencies, business and labor in bringing about improvement in educational programs and processes. NWREL serves a region that includes Alaska, Idaho, Montana, Hawaii, Oregon and Washington, along with the territories of American Samoa and Guam.

Within the Laboratory, the Education and Work Program develops comprehensive strategies for solving education and work transition problems faced by youth and adults. For further information, write Larry McClure, Director, Education and Work Program, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 or call 503-248-6891.